Course Number:	SW393R26	**Instructor:**	David W. Springer, PHD, LCSW
Unique Number:	64440	**E-mail:**	dwspringer@austin.utexas.edu
Semester:	Fall 2013	**Phone:**	(512) 471-0512
Meeting Time:	Monday 8:30 - 11:30am	**Office Room:**	SSW 3.130E
Meeting Place:	SSW 2.116	**Office Hours:**	Mondays 1:00 to 2:00pm (or by appt.)

THEORIES AND METHODS OF GROUP INTERVENTION

I.   COURSE DESCRIPTION

The course will cover current group intervention approaches used with children, adolescents, adults, and the elderly across a variety of settings.   Students will develop a working understanding of children, adolescents, adults and the elderly from diverse backgrounds, affirming and respecting their strengths and differences in group settings.   The course is grounded in the identification, analysis, and implementation of empirically-based intervention strategies for group work with children, adolescents, adults, and the elderly.   This course will focus on using multiple perspectives in the advanced application of theories, models, and skills utilized in short- and longer-term group interventions.   The framework of the course is based on social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics.   This is a required course for MSSW students in the Clinical Concentration.   It is a specialized group methods course which builds on the Practice I & II courses and Field Practicum I & II.

Please Note: The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Included under "Course Objectives" and "Course Assignments" you will note a list of the specific Educational Policies (EPs) and Practice Behaviors (PBs) that are assessed in this course. These standards have been included in this syllabus to better integrate CSWE EPAS requirements with our curriculum. The complete EPAS descriptions can be obtained from your Student Handbook.

II. COURSE OBJECTIVES: Upon completion of this course, students will be able to:

1. Integrate theories and empirical research knowledge in selecting and using group work approaches with children, adolescents, adults, and the elderly **(CL/APB 6 and 10c)**

2. Demonstrate an advanced clinical knowledge of group work intervention and leadership roles and skills as they relates to the strengths, the processes involved in human change, and the capacities and resources of children, adolescents, adults, and the elderly **(CL/APB 4 and 10a)**

3. Adapt group work intervention models, programs, and activities for use with children, adolescents, adults, and the elderly to reflect an understanding of persons from diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion/spiritual, physical or mental ability, developmental level, age, and national origin; **(CL/APB 4 and 8**)

4. Evaluate, select, and design group work programs, methods, and activities for children, adolescents, adults, and the elderly based upon their empirical base, practice utility, potential, range of applicability and limitations**; (CL/APB 6 and 10c)**

5. Select and design group work programs, methods, and activities, and to then critically evaluate and analyze these group work approaches as to their effectiveness in given situations. This includes: (a) the adequacy of the research and knowledge base; (b) the range of applicability; (c) the value and ethical issues, including the student's own value system; and (d) the policy implications involved in delivery of group work services to children, adolescents, adults, and the elderly; **(CL/APB 2, 6 and 8)**

6. Integrate and apply core and advanced group work skills and processes, including, but not limited to, creation and maintenance of the group, resolving conflict, dealing with challenging clients, working in the here-and-now, and fostering the therapeutic factors of group work; **(CL/APB 10a)**

7. Implement and evaluate the effectiveness of group work interventions for children, adolescents, adults and the elderly; **(CL/APB 10c)**

8. Demonstrate the ability to tailor group work interventions for children, adolescents, adults, and the elderly based on the context in which they are delivered; **(CL/APB 4 & 8**)

9. Demonstrate advanced knowledge of social work values and ethical decision-making processes as they relate to ethical dilemmas in group work with children, adolescents, adults, and the elderly. **(CL/APB 2)**

Explanation of how CSWE Educational Policies (EPs) and Practice Behaviors (PBs) match course objectives and class assignments:

EP 2.1.2. Apply social work ethical principles to guide professional practice.
CL/APB 2 Refine ability to manage value differences and ethical dilemmas
        Objectives 5, 9
        Assignments: Class participation; Role-play; Critical Reflection Paper
EP 2.1.4. Engage diversity and difference in practice.
CL/APB 4 Utilize needs, values, and strengths in applying appropriate interventions for diverse client systems
        Objectives 2, 3, 8
        Assignments: Role-play; Critical Reflection Paper; Group Intervention Protocol

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EP2.1.6. Engage in research-informed practice and practice-informed research.
CL/APB 6 Apply empirically supported evidence to practice
    Objectives 1, 4, 5
    Assignments: Role-play hand-out sheet; Critical Reflection Paper; Group Intervention
    Protocol.
EP2.1.8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
CL/APB 8 Identify and evaluate agency programs and/or practices in relation to client needs
    Objectives 3, 5, 8
    Assignments: Critical Reflection Paper; Group Intervention Protocol
EP2.1.10a. Engagement.
CL/APB 10a   Integrate theory-based relational skills in all areas of client engagement
    Objectives 2, 6
    Assignments: Class informed discussion; experiential in-class exercises; Role-play (entire);
    Critical Reflection Paper; Group Intervention Protocol
EP2.1.10c. Intervention
CL/APB 10c Critically apply interventions to design, implement and evaluate effective practice
    Objectives 1, 4, 7
    Assignments: In-class discussion question (team); Role-play demonstration; class hand-out;
    Critical Reflection papers; Group Intervention Protocol.

III.   <u>TEACHING METHODS</u>

This course will focus upon lecture and guest presentations, as well as experiential exercises and group simulations. Some video material will be used as well. Exercises to promote *self-awareness* in relation to group process will be stressed in both written assignments and in class interactions. Students will be asked to engage in informed discussion of the class assigned readings and be asked to apply these readings to the experiential exercises and group simulations. Teaching and learning will be collaborative and interactive, with the instructor modeling group work principles and strategies. The class will be organized to utilize small group context and role play for development of group facilitation skills, and for the integration of these skills with researched and validated group work theory.

IV.   <u>REQUIRED AND RECOMMENDED TEXTS AND COURSE MATERIALS</u>

<u>Required Texts</u>

Gitterman, A., & Shulman, L. (Eds.) (2005). *Mutual aid groups, vulnerable and resilient populations, and the life cycle* (3rd ed.). New York: Columbia University Press.

Yalom, I., with Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.

<u>Required Readings</u>
A Course Packet (Springer) of required readings is available for purchase by enrolled students at Speedway-Abel's, 715 W. 23rd Street, Suite N (512-478-3334) (street level of University Towers Garage building).

V.   **COURSE REQUIREMENTS**

1.   Students are expected to attend class sessions regularly and to participate in an interactive framework between collegiate students and professor. Students are expected to **complete the readings prior to class**, and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. Students will be allowed **one (1) unexcused absence (freebie).** Role will be taken each class period. In cases where a student misses more than the allotted one freebie, the professor reserves the right to lower that student's final grade by one point for each class missed beyond the one freebie. In extenuating circumstances of absence, students are to notify the professor. Students are responsible for any material missed due to absences.

2.   Except in the case of extreme emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty**. Students are expected to turn in all required assignments on the agreed upon due date **at the beginning of class.** Assignments turned in after class starts will be considered late. If accepted, late assignments will be assessed point penalties at the rate of two (2) points each day late. If the due date is a problem, then the student should see the professor and negotiate another due date well in advance.

3.   Students are expected to both learn and demonstrate knowledge of groupwork intervention theories and skills. This requires a search of the literature in a defined area (as part of the researched group role play and the group intervention protocol) in order to develop specialized knowledge concerning the use of groupwork as treatment of a specific problem area for a specific population. In addition, students will demonstrate their level of applied knowledge of groupwork interventions and skills in a critical reflection/research paper.

4.   Student feedback is welcome. Students are also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire.

5.   If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades prior to the end of the semester. **Final grades assigned in the course are <u>not</u> negotiable!**

6.   Small groups are expected to resolve challenges within their group context. The professor is willing to serve as a consultant if group members are unable to resolve their differences.

VI.   GENERAL UNIVERSITY POLICIES

The University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional Conduct in Class
The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

As part of professional courtesy in class, cell phones, laptops (unless otherwise indicated due to a learning disability), text-messaging, etc. will not allowed during class hours, other than at the designated break time.

Policy on Scholastic Dishonesty
Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://www.utexas.edu/depts/dos/sjs/).

Documented Disability Statement
Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit http://www.utexas.edu/diversity/ddce/ssd/.

Religious Holidays
By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Use of E-Mail for Official Correspondence to Students
Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

Safety
As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Behavior Concerns Advice Line (BCAL)
If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Emergency Evacuation Policy
Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you're given instructions by the Austin Fire
- Department, the UT Austin Police Department, or the Fire Prevention Services office.

VII.   COURSE ASSIGNMENTS

I.   Class Attendance and Contribution (Objectives 1, 2, 3, 4, 5, 6, 7, 8, & 9)

First, due to the format and content of this course, *regular and punctual* attendance are imperative. Students are expected to be in class, or in extenuating circumstances, to notify the instructor. Students will be allowed **one (1) unexcused absence (freebie).** Role will be taken at the beginning of each class period (please don't leave during the break!). In cases where a student misses more than the allotted one freebie, the professor reserves the right to lower that student's final grade by one point for each class missed beyond the one freebie.

Second, as this class relies on participation and involvement of all class members it is important for students to come to class prepared to take part in informed discussion each week, based upon the class readings. Since most students in this class will have already had their first year field placement, informed participation would also include integration of their past field group work experiences with class discussion and learning. (If you have not had your first year field experience yet, this would not apply.)

Third, there will be ample opportunities for students to take part in experiential in-class and role-play exercises, both as group members and as group facilitators. Students are encouraged to "get out of their comfort zone", as they take part in some of the exercises.

All three above aspects of class contribution – attendance and punctuality, informed participation, and experiential learning - will be considered in the total class participation grade. Attendance and Contribution will be worth 10% of the total course grade.

II.   Small Group Demonstrations (Researched Group Role Plays)
(Objectives 1, 2, 3, 4, 6, 8, & 9)

By the 2nd class, students will be divided into role-play groups of 6-8 students. Each group will work to present a researched and well-prepared role-play demonstration (lasting 20 to 30 minutes). Each group will role play 1 treatment session in front of class utilizing a specific theoretical framework(s). In-class times to meet in groups will be provided, but additional preparation will require meetings outside of class. The instructor will be available to meet with each group during the in-class times to answer any questions, or as needed thereafter. The role-play with be worth 30% of the final course grade.

- The role-play must: (a) demonstrate a group using a specific theoretical framework or modality in the middle (or working) stage of group development; (b) clearly demonstrate group interventions specific to that theory or model; (c) attend to issues of diversity including race, ethnicity, culture, spirituality, sexual identity, and/or socioeconomic status.

    Note: The group leader may use an abbreviated script or outline during the role-play demonstration to facilitate leading the role-play; however, group members may not use a script. Spontaneity during the role-play, along with adequate rehearsals prior to the role-play, will enhance both group members' learning as well as class learning.

- Please prepare a brief hand-out to give class members before the role-play, which includes: (a) who the various role-play members are and a short description of why they are in group; (b) a brief description of the group techniques or interventions that are specific to this model; (c) a reference page supporting the use of this model with the population being demonstrated (8-10 citations of relevant, timely, evidence-based research using APA 6th edition citation style).

- Facilitated class discussion after the role-play should also include some discussion of evidence-based research which supports using this modality with the population demonstrated, as well as with which population groups this model is not indicated.

- One group member should keep an on-going brief summary of each group meeting (hand-written is fine). The summaries will include who attended; general discussion and planning; and outcomes/decisions reached. These can be very helpful to all group members when reflection papers are written. The meeting summaries will be turned into the instructor on the date of the role-play presentations.

Evaluation of the group role-play demonstrations will be based upon:
- Evidence of preparation
- Appropriate modality for the type of group being demonstrated, as supported through reading and research focused on the middle (or working) stage of a group composed of these population members.
- Appropriate demonstration of the modality as evidenced by types of interventions shown.
- Degree of preparation of all members as evident from the role-play, class discussion following the role-play, and the meeting-to-meeting summaries.
- Appropriate demonstration of group members' diversity issues integrated into the role-play.
- Social work perspective evident in context of the role-play.
- Creativity demonstrated in role-play.

Additionally, each group is to prepare for dissemination to the class a summary (2 to 3 pages) of their role-play and relevant research conducted that should include, but is not limited to:
- Type of group (brief description addressing purpose, location, number of sessions, open-ended versus closed-ended, etc.)
- Theoretical framework(s) and/or model being implemented
- Member characteristics (general description)
- Description for each group member's <u>character</u> (student's real name with corresponding name adopted for role play; age; ethnicity; individual goal for group; developmental stage in the life cycle; relevant life and environmental circumstances; role within the group, such as monopolizer, scapegoat, and so on; etc.)
- A list of evidence-based references that your group used to prepare the role-play so that others interested have a starting list of resources

   <u>Note</u>: As you are learners, I am not expecting the role-plays to be professionally facilitated, but rather to immerse the student in active learning of that particular modality. This active learning will require out-of-class group meetings and rehearsal time. Role-play group grades will be turned back to students the week after the last role play is complete, so as to provide as fair and objective a grading process as possible.

III-A. Individual Critical Reflection/Research Paper (Objectives 1, 2, 3, 5, 6, 7, & 9)

Individual students will critically reflect on their own unique group learning experience in the small task and treatment group process. Students will examine what they have learned about themselves as group members, group leaders, and future group leaders in both task and treatment group contexts. Students are to reflect on any peer or professor feedback. In addition to the critical reflection component of this paper, students are to relate their personal reflections to the course readings and to 5 to 7 additional readings/references from outside of the class. This is the research component of the paper. Thus, this paper is a combination of personal reflections that relate to any small group experience (from this class as well as other small group experiences, past or present) and to readings covered in class and readings from outside of class that the student finds particularly relevant or germane to his or her development as a social work group leader. This is an <u>integrative</u> written assignment (approximately <u>25 typed pages</u>), worth 60% of the final grade, which is to give detailed and specific examples to document student conclusions. For this reason, it is recommended that students journal their group experience as they progress throughout the semester. One way to structure the paper is by weeks in the course. For example, Week 1, Week 2, and so on, where the student addresses the above based on what is covered in class and small groups each week. This is just a suggestion, however, and students are welcome to structure the paper in other formats with the professor's approval. The professor's evaluative criteria, with corresponding possible points earned for each criteria, will include the following:

<u>Evaluative Criteria</u>   **<u>Points</u>**

- Personal critical reflection (how much critical self-reflection about the student's
  experiences and the readings is evident in the paper)   **[10]**
- Integration of critical thought, experiences, and readings blended together (how well
  does the student demonstrate the ability to integrate critical thought, the small group
  experience, role plays, and the readings into a cohesive framework that makes sense)   **[10]**
- Integration of self with group method (how well does the student demonstrate that he
  or she has struggled with the integration of personal characteristics [e.g., values, ethical
  dilemmas, personality traits, spirituality, etc.] with the group method   **[10]**
- Analysis of student strengths (how well does the student analyze his or her strengths
  as a groupworker)   **[7]**
- Analysis of student areas for growth (how well does the student critically reflect on what
  his or her areas for growth are as a groupworker at this point, as well as how he or she
  plans on addressing these areas in future professional development once graduated)   **[7]**
- Feedback documentation (how well does the student incorporate formal and informal
  feedback from other students and the professor into the paper when relevant)   **[4]**
- Conclusion (sum it all up in a page or two)   **[4]**
- Five to seven additional references, as well as readings from class, included in the paper **[4]**
- Use of APA 6th edition format, as well as correct spelling and grammar   **[4]**

TOTAL = [60]

III-B. Group Intervention Protocol (Objectives 1, 2, 3, 4, 5, 6, 7, 8 & 9)

This group intervention protocol will integrate the relevant groupwork literature pertaining to a particular treatment issue and population. The treatment issue and population to be addressed in the protocol project will be determined by the student's particular area of interest. However, please be sure to receive prior approval for your topic from the professor. The protocol will be graded according to the outline provided below, and is worth a possible 60% of the final grade. Students may work individually or together in a group (2 to 4 students per group) on one protocol – each student in a group will receive the same grade for the protocol project. The group protocol should cover a minimum of 8 group sessions; assume a closed-ended group format. Each protocol should include the following:

Evaluative Criteria   **Points**
- Brief description of the group; include treatment issue and population you are   **[5]**
  targeting (no more than one page)
- Brief description of the theoretical framework(s) and model(s) of practice that   **[5]**
  your group intervention protocol is guided by
- Justification for the group; how will such a group be beneficial to clients   **[5]**
  (cite literature as needed to support your claims that this group will be helpful)
- Structure of group (e.g., recruitment, size, composition, physical and social setting, **[6]**
  policy considerations, costs to agency and to group members [budget], refreshments,
  transportation issues, day care issues, safety issues, confidentiality issues, etc.)
- Overall group objectives (what you want group members to accomplish by the   **[5]**
  end of the group)
- Brief description of what you expect to happen in <u>each</u> group session   **[6]**
- Objectives for <u>each</u> session (be specific) (what group members should gain by   **[5]**
  attending that particular group session)
- Suggested agenda items and/or procedures for <u>each</u> group session; how objectives   **[10]**
  will be met (if group members complete all agenda items and/or participate in the
  group activities, the group objectives should be met). This should include suggested
  group exercises with complete descriptions. Remember, a minimum of 8 group
  sessions should be covered.
- Brief description of how you will monitor client progress. In other words, how will   **[5]**
  you know that the group has produced positive treatment outcomes. If you plan to use
  standardized measurement instrument(s), include a copy of the instrument(s).
- Comments, Warnings, and Notes (provided for each group session) for potential   **[5]**
  group leaders following your protocol
- Materials needed to conduct the group   **[5]**
     A. Equipment (specify)
     B. Handouts (if not attached, specify where and how they can be located)
                                                                             TOTAL = [60]

Note: If it helps, you may write the group intervention protocol as if I am your supervisor in the field, and you are submitting a proposal to begin a group. The purpose of this assignment is for you to leave this class with a group intervention protocol that you (and others) can use as a guide to conduct a group in the field.

VIII. COURSE GRADING CRITERIA

Student Performance Evaluation

Course Requirement	% of grade
Attendance and Participation	10%
Researched Group Role Play	30%
Critical Reflection/Research Paper **or** Group Intervention Protocol	60%
TOTAL	100%

GRADING SCALE:

    100 - 94 = A
     93 - 90 = A-
     89 - 87 = B+
     86 - 84 = B
     83 - 80 = B-
     79 - 77 = C+
     76 - 74 = C
     73 - 70 = C-
     69 - 67 = D+
     66 - 64 = D
     63 - 60 = D-
     59 and below = F

Grading of all written assignments will take into account the quality and content of the writing. The American Psychological Association (APA) – 6th edition format should be used when relevant. Written material should be carefully proofread and errors (punctuation, typographical, spelling) corrected.

IX.   COURSE OUTLINE (TENTATIVE)

Date	Topics, Readings and Assignments

September 9   **Topics**
Introductions, Class Overview and Review Syllabus
Introduction to Group Work
Readings *(Required)*
Yalom – Preface (pp. xi-xviii)

September 16   **Topics**
The Therapeutic Factors
Interpersonal Learning and Mutual Aid
Stages of Group Development
Readings *(Required)*
Gitterman & Shulman – Ch. 1 – The Life Model, Oppression,
   Vulnerability and Resilience, Mutual Aid, and the Mediating Function
Yalom – Ch. 1 - The Therapeutic Factors
Yalom – Ch. 2 – Interpersonal Learning
Northen (1988) - Ch. 8 – Group Development. In *Social Work with
   Groups* (2nd ed.).
Schiller (1997). Rethinking stages of development in women's groups.
   Implications for practice. *Social Work with Groups.*

September 23   **Topics**
Group Cohesiveness
Integrating the Therapeutic Factors
Social Group Work Values and Ethics
Readings *(Required)*
Bilides (1991). Race, color, ethnicity, and class: Issues of biculturalism in
   school-based adolescent counseling groups. *Social Work with Groups.*
Corey (2008). Ethical and professional issues in group practice. *Theory
   and practice of group counseling* (7th ed.) (pp. 43-65).
Yalom – Ch. 3 – Group Cohesiveness
Yalom – Ch. 4 – The Therapeutic Factors: An Integration
Yalom – Review Appendix – pages 567-571

September 30   **Topics**
Tasks of the Groupworker
Readings *(Required)*
Yalom – Ch. 5 – The Therapist: Basic Tasks
Yalom – Ch. 6 – The Therapist: Working in the Here-and-Now
Yalom – Ch. 7 – The Therapist: Transference and Transparency

October 7   **Topics**
Planning and Composing Groups
Beginning Groups
Readings *(Required)*
Laskowski (2004). *Assessing group placement for gay, lesbian, and
    bisexual clients*.
Yalom – Ch. 8 – The Selection of Patients
Yalom – Ch. 9 – The Composition of Therapy Groups
Yalom – Ch. 10 – Creation of the Group: Place, Time, Size, Preparation
Yalom – Ch. 11 – In the Beginning

October 14   **Topics**
The Advanced Group
Dealing with Difficult Clients
Readings *(Required)*
Yalom – Ch. 12 – The Advanced Group
Yalom – Ch. 13 – Problem Group Members

October 21   **LIBRARY DAY**
PREPARE FOR RESEARCHED GROUP ROLE PLAYS

October 28   **Topics**
Inpatient Groups and Other Specialized Formats
Readings *(Required)*
Corey (2008). Cognitive behavioral approaches to groups. *Theory and
    practice of group counseling* (7th ed.). (pp. 338-375).
Corey (2008). Rational emotive behavior therapy in groups. *Theory and
    practice of group counseling* (7th ed.). (pp. 376-398).
Corey (2008). Solution-focused brief therapy in groups. *Theory and
    practice of group counseling* (7th ed.). (pp. 424-443).
Springer, McNeece, & Mayfield Arnold (Eds.) (2003). Group intervention
    In *Substance abuse treatment for criminal offenders* (pp. 87-111).
Yalom – Ch. 14 – The Therapist: Specialized Formats & Procedural Aids
Yalom – Ch. 15 – Specialized Therapy Groups

November 4   **RESEARCHED GROUP ROLE PLAYS**

November 11   **Topics**
Group Work with Children
Readings *(Required)*
Gitterman & Shulman – Ch. 4 – Healing hearts: A bereavement group for
    children
Gitterman & Shulman – Ch. 5 – When the world no longer feels safe
Springer, Pomeroy, & Johnson (1999). A group intervention for
    children of incarcerated parents: Initial blunders and subsequent
    solutions. *Groupwork*.

November 18   <u>Topics</u>
Group Work with Adolescents and Families
<u>Readings</u> *(Required)*
Gitterman & Shulman – Ch. 6 - Preteens in double jeopardy
Gitterman & Shulman – Ch. 8 - Sharing the hurt: Adolescents in a
  residential setting
Springer & Orsbon (2002). Families helping families: Implementing a
  multi-family therapy group with substance-abusing adolescents.
  Health and Social Work: Practice Forum
Sweifach (2009). Cross-cultural group work practice with African
  American and Jewish adolescents: JCC/Ready. *Social Work with Groups*

November 25   <u>Topics</u>
Group Work with Adults and the Elderly
<u>Readings</u> *(Required)*
Gitterman & Shulman – Select at least three chapters to read across
  Parts 4 and 5 in the Gitterman & Shulman text based on your interest(s).

December 2   **Last Day of Class**

**CRITICAL REFLECTION/RESEARCH PAPERS
AND GROUP INTERVENTION PROTOCOLS DUE**

<u>Topics</u>
Termination
<u>Readings</u> (*Required)*
Gitterman & Shulman – Ch. 22 – Contemporary group work practice
Yalom – Ch. 12 – review pages 382 – 390 on termination

BIBLIOGRAPHY

The following list of supplemental readings is **REQUIRED**, available for purchase as a coursepacket at Speedway-Abel's, 715 W. 23rd Street, Suite N (512-478-3334).

Bilides, D. G. (1991). Race, color, ethnicity, and class: Issues of biculturalism in school-based adolescent counseling groups. In K.L. Chau (Ed.), *Ethnicity and biculturalism: Emerging perspectives of social group work* (pp. 43-58). New York: The Hawthorn Press.

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ADDITIONAL RECOMMENDED READINGS

The following list of supplemental **RESOURCES** may be helpful with required assignments.

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